DOCUMENT RESUME

ED 394 018 CE 071 349

AUTHOR Desmarais, Diane; Tripp, Ralph
TITLE Handbook of Alternative Teaching Techniques.
INSTITUTION System for Adult Basic Education Support, Boston, MA.; World Education, Inc., Boston, MA.
SPONS AGENCY Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE [93]
NOTE 36p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Classroom Techniques; *Cognitive Style; *Learning Modalities; *Learning Strategies; *Literacy Education; Teaching Methods
IDENTIFIERS 353 Project

ABSTRACT

This handbook was designed for educators of adults at varied levels with varying needs. The techniques discussed in the guide can be used in groups, pairs, or individually. The booklet contains two sections: (1) a brief review of different learning styles and the types of activities that work well for each, including visual, auditory, multisensory, and undisciplined learners; and (2) a number of techniques for teachers to consider. Each of the techniques is presented in a format that describes the method, its possible uses, and reasons for using it. Most of the techniques are adaptable to any level. Visual illustration, mapping, auditory and oral activities, and tactile illustration are the techniques suggested. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 394 018

HANDBOOK OF ALTERNATIVE TEACHING TECHNIQUES

BY

DIANE DESMARAIS
AND
RALPH TRIPP

SABES

System for Adult Basic Education Support
Southeast Regional Center
Bristol Community College
Fall River, MA

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L Wolfrib

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE071 349

TABLE OF CONTENTS

PAGE

PREFACE 1

LEARNING STYLES 2

TECHNIQUES 3

- VISUAL ILLUSTRATION 3
- MAPPING 9
- AUDITORY/ORAL ACTIVITIES 25
- TACTILE ILLUSTRATION 30

AFTERWORD 31

SUGGESTED READINGS 32

P R E F A C E

This handbook has been designed for educators of adults at varied levels with varying needs. We hope this will be an easily accessible reference tool. We have attempted to compile resources and techniques for use in groups, pairs, or individually.

The majority of adult learners have not been successful in the traditional school setting. For this reason, educators need non-traditional approaches. Many adult students learn differently and may respond better to alternative techniques. We hope the material in this handbook will be helpful in educating these students.

Included in this booklet are:

a) A brief review of different learning styles and the types of activities that work well for each. Incorporating as many of these as possible to create a multi-sensory approach, and teaching things in a number of different ways, will result in reaching most learners and will provide the repetition generally needed.

b) A number of techniques for teachers to consider. Each is presented in a format which describes the method, its possible uses, and some good reasons for using it. Most are adaptable to any level. The use of alternative techniques can, in fact, free the teacher by having learners work in pairs.

Our hope is that this product will help you better service ALL your learners.

LEARNING STYLES

Visual Learner:

Description: Relies on visual sense for meaningful interpretation of material. He gains more by seeing or reading material to be learned. He learns new words best by associating them with a picture or demonstration.

Suggestions: Use illustrations, charts, diagrams. Use sight or whole word method for reading. Use chalkboard for instructions. Provide pictures for association purposes with new words.

Auditory Learner:

Description: Relies on auditory sense for meaningful interpretation of ideas. Use oral presentations and recordings. He remembers subject matter best when given lectures and group discussions. Prefers to learn new words by associating them with sounds.

Suggestions: Tape record lessons and reading passages. Use phonetically based method to teach reading. Avoid excessive written work. Test orally when able. Don't overload with worksheets or workbooks.

Multi-sensory Learner:

Description: He uses hearing, seeing, feeling and touching to gather information. He relies on auditory, visual, tactile, and kinesthetic senses to gather ideas and process information.

Suggestions: Use auditory, visual, tactile, kinesthetic reinforcers. Use concrete reinforcers and manipulatives.

The Undisciplined Learner:

Description: Tends to be negativistic, i.e. "I can't" and can be resistant. This student often lacks tolerance for tasks he does not enjoy and sometimes asserts independence in a negative manner. This type of learner often has problems in relationships. Additionally, many of these students may have a tendency towards substance abuse.

Suggestions: There needs to be immediate feedback regarding social consequences of behavior . This type of student needs to be encouraged to think through cause/effect relationships. Teachers need to be aware that some of these students, due to the depth of their problems, may be inappropriate for classes. Teachers, in this situation, need to refer the students to a program counselor and/or appropriate local agencies.

Technique: **VISUAL ILLUSTRATION** - This technique refers to the use of charts, diagrams, drawings, pictures and patterns to enhance the presentation of information.

Possible uses:

1. Develop pre-writing activities
2. Picture word association (new words)
3. Memory skills
4. Following directions
5. Spelling
6. Tracking

Why use this approach?

It enhances the presentation of material to all students, while being especially helpful to the student whose strength is the visual modality.

1. **Pre-writing activity:** The teacher presents a picture to the group. Learners use all of the vocabulary they have to describe what is seen in the picture. As the learners say the words, the teacher writes them on the blackboard. The words that have some relationship are grouped together. The teacher chooses a group of related words to develop into a paragraph.

Students work with the teacher to orally develop a topic sentence, followed by supporting sentences, to construct a paragraph. For students who have difficulty moving directly from the visual to the written, an intermediate step may be necessary. Taping thoughts and ideas and replaying the tape enables students to organize and develop clear sentences and paragraphs before beginning written exercises.

2. **Picture/Word Association:** Provide pictures for association purposes when teaching new words. Show a picture of a secluded beach with sunshine and palm trees. The word to be taught and illustrated is "peaceful". The learners discuss the picture and speak about those things seen that help develop an understanding of the new word.

As an extension of the activity, students can find other pictures representative of the word and use the words in sentences in oral and/or written form. Note, it is worthwhile to keep a library of pictures. These can be categorized and filed providing you, the teacher, with a valuable and useful resource. The Longman Photo Dictionary published by Longman Inc., 1987, is another valuable resource. This dictionary provides photographs and word lists arranged according to topics, such as money, weather, family, occupations, sports and a multitude of other topics. The important aspect is the visual interpretation of a word which helps the students "own" the word. The learner can recognize the word and also develops an understanding of the meaning of the word.

3. **Memory skills** - This type of activity will encourage students to develop strategies for memorization. Work can be done with shapes, categories, letters and playing cards. Here are a number of suggestions to develop visual memory:

Show the learners pictures to help them increase and refine their memory skills. Allow students time to study the picture. Withdraw the picture from view and ask the class to reflect on and recall what was seen in the picture. Write the student's responses on the board. It may be necessary to show the pictures again to expand the number of facts recalled.

Have the learners watch a video and later discuss what was seen. You, as the teacher, may need to give some clues to assist students in remembering facts.

Place a number of items on a table (7 - 8) and have everyone look at the table and then look away. See how many objects they can remember. This can be also be a paired activity for a couple of students to do together. As they help one another, the teacher is free to work with others.

Place concrete items such as a button, pencil, pen, etc. on a table. Then have the learner look while you count to 10. Remove one item when the learner's back is turned. Can he tell what is missing?

Have the learner close his eyes and describe a bulletin board or someone's clothing.

Have the learner turn his back and describe a classmate.

Have the learner describe a TV program which he saw the night before.

Place a deck of cards face down. Two learners turn over one card at a time and remove the duplicate cards as in Concentration.

Arrange varied number and letter cards in sequence. Shuffle and have learner rearrange.

Use 3 or 4 word phrases and have learner duplicate from memory.

Have the learner draw a simple map showing how to go from the classroom to the cafeteria.

Have the learner draw a map of his neighborhood.

4. Following Directions

Always establish eye contact with the learner when presenting directions orally. Then reinforce these oral directions with visual cues. These cues will not only help the learner increase his ability to follow directions, but also in developing memory skills. For example, if you are trying to have learners follow a route to find a particular location, direction could be given orally followed by visual cues such as symbols and arrows indicating direction.

If you wish to provide learners with the opportunity to improve their skills in following directions, particularly those which are task - oriented, the following sample exercises may be helpful. The printed directions may be given orally to learners or passed out for students to read. If they are followed correctly the result will be a picture. This will provide the visual learner with a pictorial representation to connect with the directions. Answers are provided for the instructor. These were taken from Contemporary's Building Basic Skills in Reading, Book 2, 1983; however, similar exercises can be found in many other texts. Think about making up some of your own.

A.

Follow these directions to make a drawing. Then guess what it is you have drawn.

Draw a dot in the middle of a piece of paper. Under the dot, write the letter H. Draw another dot straight north of the first one, about two inches away. Above this dot write the number 2. Midway between these dots, make a third dot. Draw a small square around this dot. Place the letter P above it. About one inch straight west of this P square, draw another dot with a 3 under it. One inch directly east of the P square, draw another dot with a 1 under it. Connect the dots with straight lines going from H to 1 to 2 to 3 and back to H again. What figure have you drawn?

B.

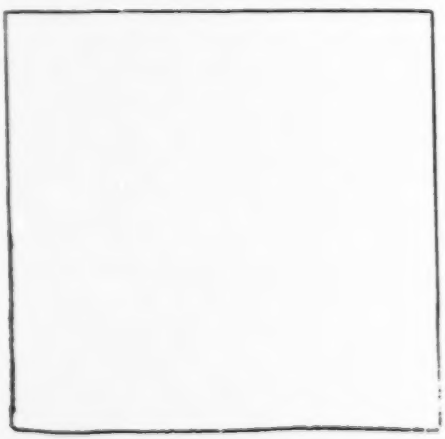
In this exercise, you will draw a figure instead of a map. Use all the hints in the following directions as you did with the maps. Remember to read everything first.

Draw a circle that fits inside the box below. In the center of this circle place a dot that you can see easily. Mark this dot with a 1.

Now draw a line from the dot straight up to touch the top of the circle. Put another dot touching the circle directly below the center or number 1 dot. Number this dot 2.

Place a third dot on the circle about ½ inch to the left of dot 2. Number this one 3. Now put a fourth dot on the circle about ½ inch to the right of dot number 2. This dot is number 4.

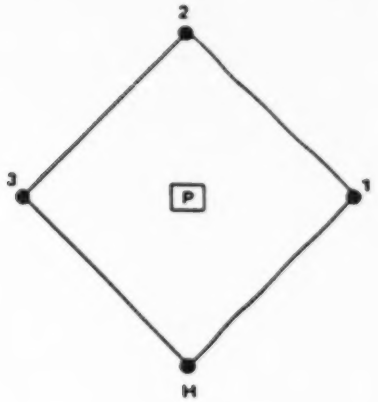
Go back to dot 1 in the center of the circle. Draw a line from this dot to dot number 3, to the left on the circle. Do the same thing to dot number 4, on the right. Do not draw any line to the second dot.



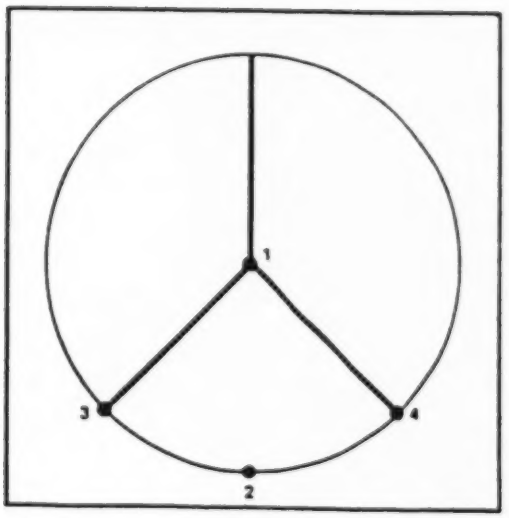
BEST COPY AVAILABLE

A. ANSWERS

The H stands for home plate, the P for pitcher's box. The 1 is for first base, the 2 for second base, and the 3 for third. You should have drawn something that looks like a baseball diamond.



B.



5. Spelling

Help students strengthen visual perception and memory so that the visual image of the word can be retained. Materials used need to be clear, concise and printed in black on white. Flashcards are also helpful to develop speed of recognition.

Five Steps to Develop Spelling Skills

1) Meaning and pronunciation - have the learner look at a word, pronounce it correctly, and use it in a sentence.

2) Imagery - direct students to "see" the word and say the word. Have students say each syllable of the word, say the word syllable by syllable, spell the word orally, then trace the word in the air or over the word itself.

3) Recall - direct students to look at the word and then close their eyes and see the word in their minds. They spell the word orally, then open their eyes to see if they spelled it correctly.

4) Writing the word - students write the word from memory, check the spelling against the original and then check the writing to be sure every letter is legible.

5) Mastery - Students cover the word and write it. They then cover it and write it two more times.

It is also useful for many people to use a good pocket word divider such as Follett's Vest Pocket Word Divider. It contains fifty thousand words.

A spelling game such as writing words and omitting letters is a good exercise. Students must fill in the missing letters.

6. Tracking - To help students move from left to right when they read, to be able to focus on words, phrases, and sentences and, in general, to keep their place when reading, the following tracking devices can be used:

1) A plain marker can be placed under each line of print. The marker should be about an inch wide and 6 to 8 inches long, perhaps even color coding the left side of the marker so the eyes will always know on which side of the page to begin.

2) If a student has a real problem in this area, a slotted marker may be useful. This allows for one word or phrase to be highlighted and strengthens left to right progression. (Sample tracking markers are enclosed in a pocket at the back of this book.)

MAPPING

Technique: MAPPING - a technique for diagraming a) vocabulary by relationships or b) story patterns in order to teach various comprehension skills.

Possible Uses:

1. Semantic mapping - to introduce and expand vocabulary on a topic and learn how words are related to a topic.

2. Story maps - to enhance comprehension of main idea, plot, sequence, cause and effect

3. Comparison/contrast map - encourages critical thinking to distinguish similarities and differences.

Why use this use this approach?

1) This process provides for a multi-sensory experience as it incorporates visual representation, listening (auditory), speaking (oral), and writing (tactile).

2) It invites good interaction and gets students involved with what they read, hence better comprehension and retention.

3) Adults have a wealth of knowledge from life experiences. This technique enables any level reader to contribute to the group what he knows, regardless of the ability to read it in print or put it into writing_____ great for self-esteem!

Mapping definitely helps students sort out information and see the patterns in what they read. It also creates a resource that stimulates many other follow-up activities.

SEMANTIC MAPPING

1. Before reading an article or passage (including social studies or science, as well) write a key word on the board. Ask the students to think of any words that come to mind which are connected with this key word. Give them time to think of and, if they choose, to write down the words. Make it clear that their lists will not be collected, so spelling is not important now.

2. Members of the class give words to the teacher who writes them all on the board. There are no wrong answers.

3. Next, students read the passage noting any words they might want to add to those on the board.

4. When reading is completed, the teacher may ask students which of the previewed words were in the passage and where they could be found. This is good practice in locating information in a passage. Also, students may add words from the reading to the ones on the board.

5. This step is probably the most important. The instructor asks students which words have the same relationship or connection to the key word and gives an example. The teacher may group words by circling in different colors or outlining with different shapes. (See Attachment A)

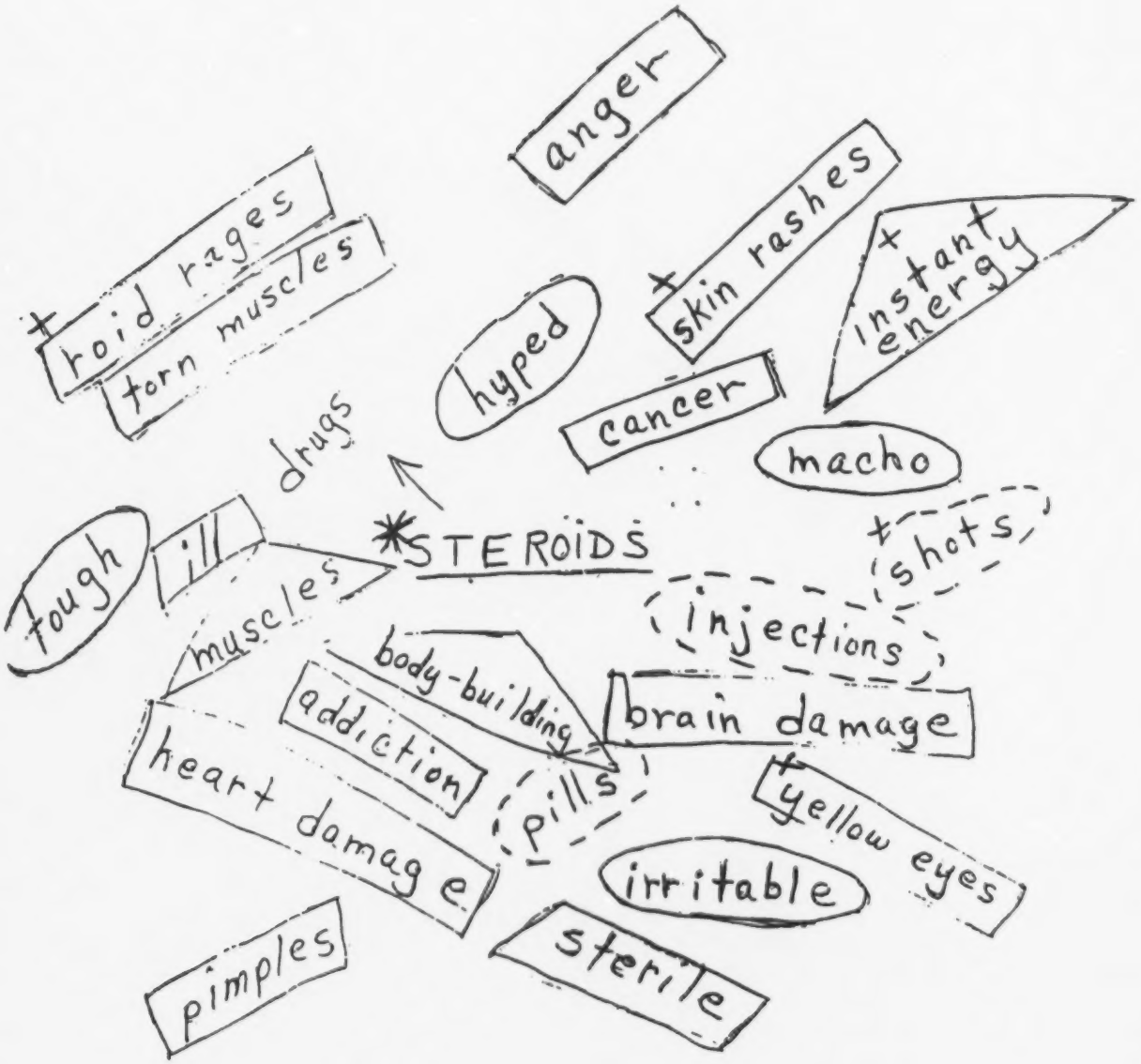
6. From the activities and discussion in class the teacher later makes a word map with words grouped by relationship to the topic. This is copied and given to students to keep as a resource. (See Attachment B)

7. The next class meeting should include distribution, review and discussion of the word maps and a follow-up writing activity. A cloze activity could be used for ABE and ESL classes (See Attachment C) and a brief writing assignment for PRE-GED and GED students. Their maps serve as guides for their writings.

This process is particularly valuable because most students will learn and retain words better if they "own" them, that is, words supplied by them instead of those given to them.

On the following pages, you will find actual class samples to demonstrate some of the steps in semantic mapping.

ATTACHMENT A



This is what was on the board after step #5 in the mapping procedures.

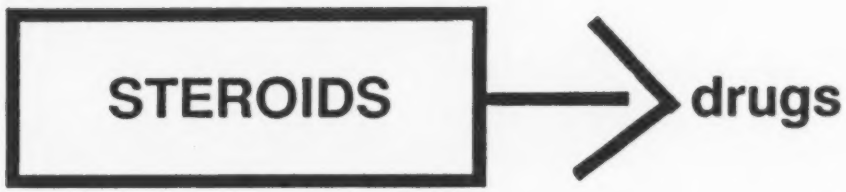
* Beginning Key word put on board by teacher.

All other words were given by students (If no sign, they were given <u>prior</u> to reading. The + sign indicates words added <u>after</u> the reading.)

BEST COPY AVAILABLE

REASONS PEOPLE USE THEM:
MUSCLES
BODY BUILDING
INSTANT ENERGY

FORMS:
PILLS
SHOTS
INJECTIONS



EFFECTS:
SKIN RASHES
HEART DAMAGE
TORN MUSCLES
STERILE
"ROID RAGES"
BRAIN DAMAGE
YELLOW EYES
ILL
ADDICTION

SIGNS:
ANGER
SKIN RASHES
PIMPLES
YELLOW EYES

MOOD ATTITUDES:
TOUGH
"HYPED"
"MACHO"
IRRITABLE

ATTACHMENT B

The word map compiled by the instructor, copied, and distributed to students.

15

16

ATTACHMENT C

NAME:

1. Steve Courson took drugs called_____.

2. Now his_____is weak.

3. Steroids can be taken in the form of_____ or_____.

4. Some people say steroids are a fast way to get big_____.

5. Two signs of steroid use are_____ _____ and _____ _____.

6. The person's mood may be_____.

7. Steroids are a kind of_____.

A cloze exercise used for following up with ABE students. Using their word maps, they did extremely well with the exercise.

STORY MAPS

After students have read, or you have read to them, and an individual or group retelling (see section on Auditory/Oral Activities) has been done, a story map may be used to enhance comprehension and focus on particular aspects of a reading. The shape and form of the map will vary with your objective.

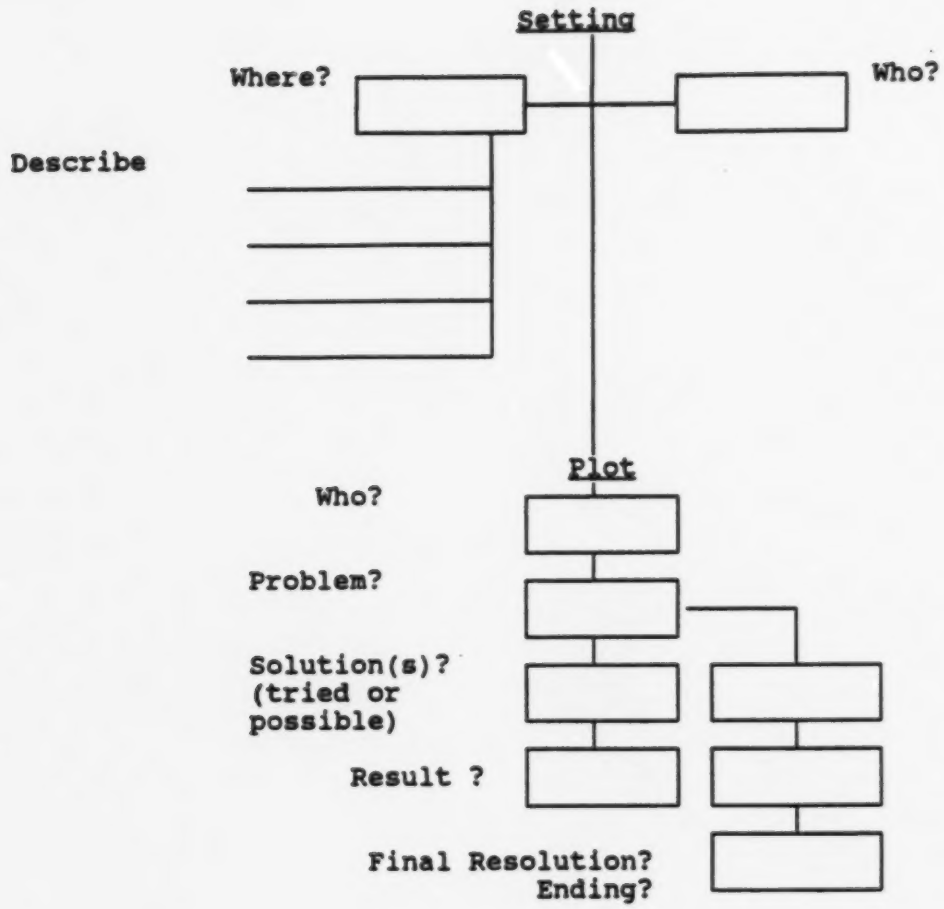
1. Put a story map with empty boxes on the board (or mimeo copies). Question words or other key words may be written next to the boxes to guide class discussion.

2. As a group, review and discuss the reading, using the story map and filling it in with the students contributions.

3. When completed, this map becomes a good resource for students to keep and also a framework from which to write. Following are examples of possible story maps for various purposes, but feel free to create your own design to fit the needs of your students and your teaching objectives. In addition, a story map completed by a class is included (sample E) so that you can see the results.

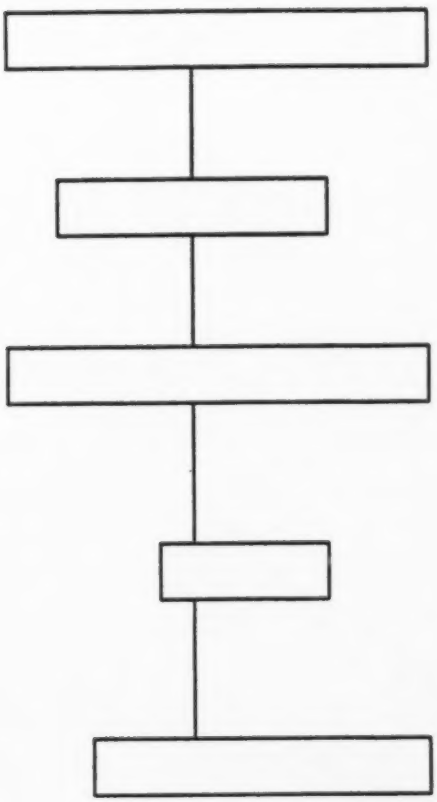
SAMPLE A (STORY WITH A PLOT)

Title:



SAMPLE B (FOCUS ON SEQUENCE)

First,



Next,

Then,

After that,

Finally,

This simple way of giving a visual form to a sequence of events encourages an orderly, step-by step, thinking process. Consider using mapping as a first step to doing outlines.

Suggested example of mapping a passage to teach sequence:

Senior Fights Back

Early one Tuesday morning just before day break, 66-year-old Sally Duncan was taking her usual morning walk in the park, when a lanky teenager suddenly appeared.

He threatened her with a knife and demanded the coin purse that hung from her neck. When he found only a key, he slapped her. Sally asked him, "What are you going to do next, kill me? I bet your mother would be proud," she said.

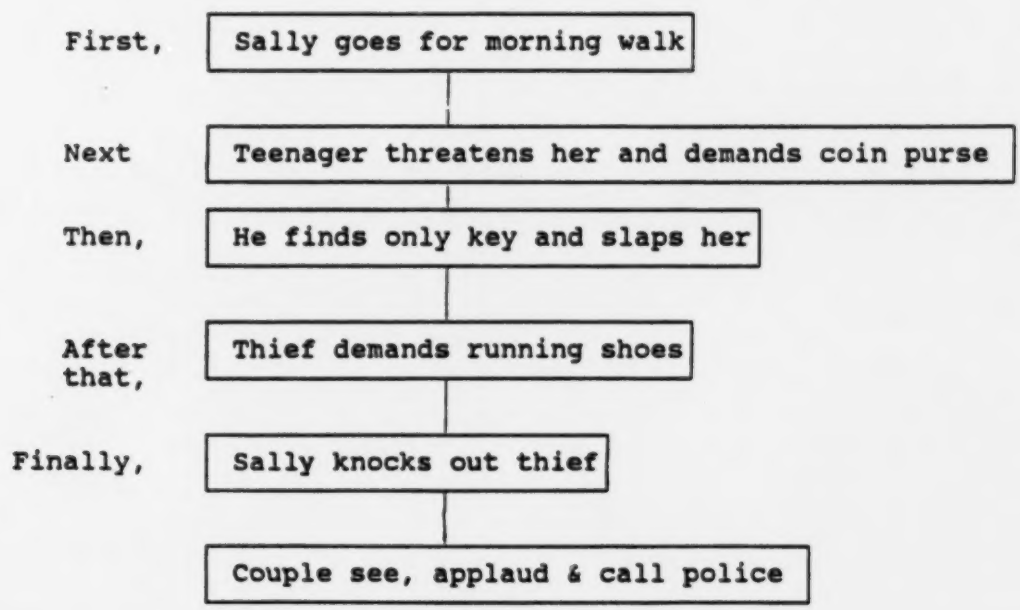
The boy then told her to shut up and glanced at her fifty-dollar running shoes. They were a birthday present from her grandchildren.

"Take the shoes off," he demanded. "or I'll cut 'em off."

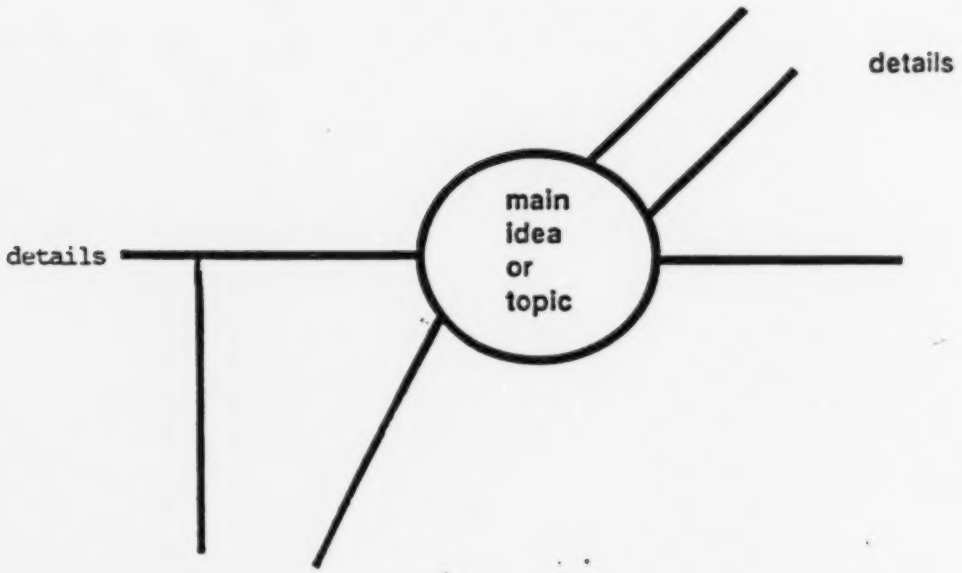
As Sally bent over, pretending to take off her shoes, she grabbed his wrist, forcing him to drop the knife. She kicked him in the groin. As he bent over, she belted him in the back with her elbow, and he fell to the ground.

From an apartment building nearby, a couple witnessed the entire scene and called the police, but not before they applauded Sally.

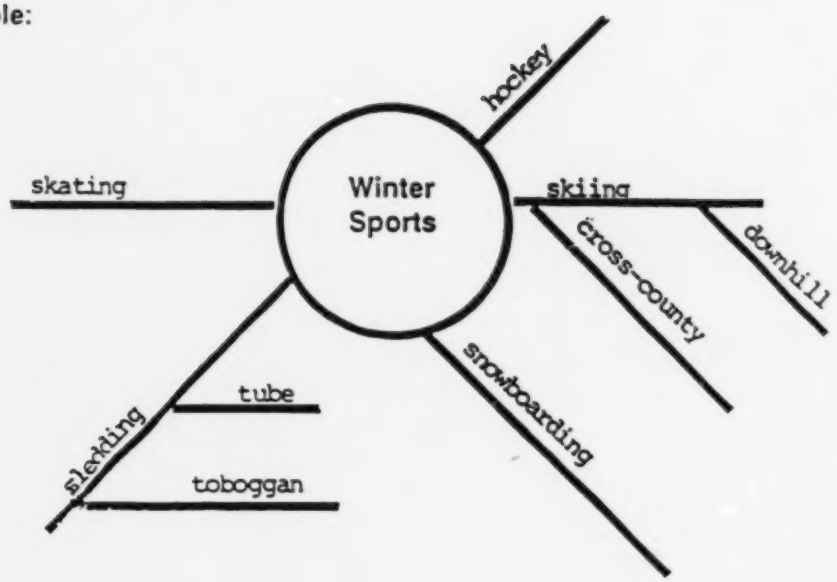
(Passage from Reading and Critical Thinking) Contemporary, 1988



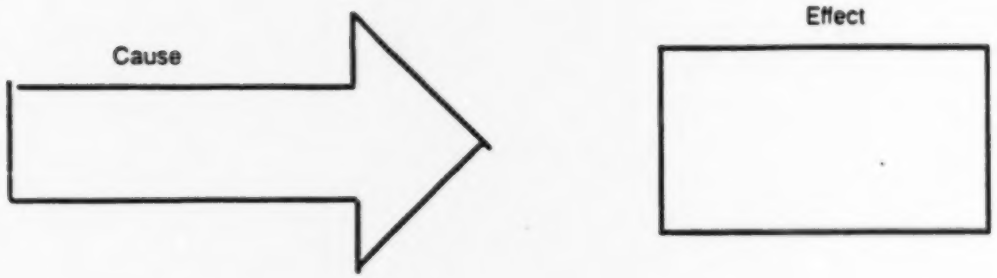
SAMPLE C (SUPPORTING DETAILS)



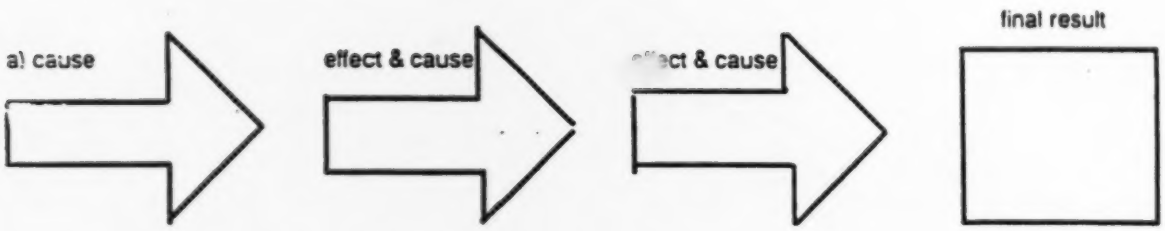
Suggested example:

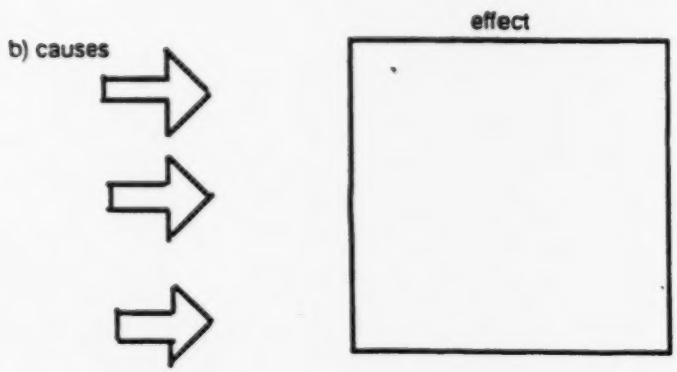


SAMPLE D (CAUSE & EFFECT)



The pattern would be a) repeated for a chain of events or b) modified for cases with more than one cause of an event:

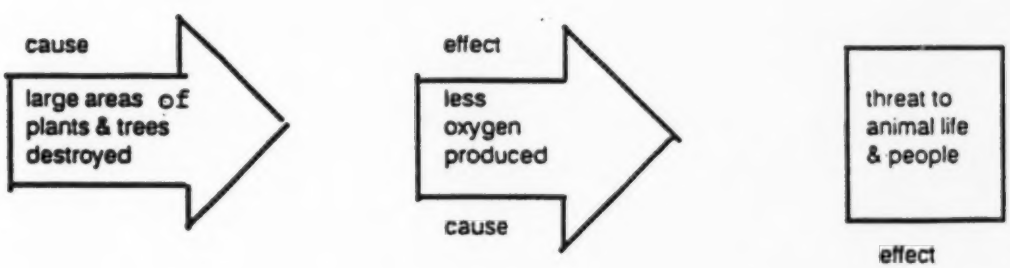




Suggested example of mapping to show cause & effect visually:

Some scientists are worried about what will happen to people and animals if large forests and jungles in the world are destroyed. The trees and green plants in these forests and jungles produce oxygen, which is released into the atmosphere. Animals and people need this oxygen to breathe. If huge areas of green plants are destroyed, too little oxygen may be produced to keep people and animals alive.

(Passage from Pre-GED Critical Reading Skills, Contemporary, 1988)



SAMPLE E (ACTUAL SAMPLE OF COMPLETED STORY MAP)

Some notes about this sample:

1. It was a story done with an ABE class (0-4.9 level)

2. The story was read to them and a group oral retelling was done.

3. At the next class session, the empty story map was put on the board.

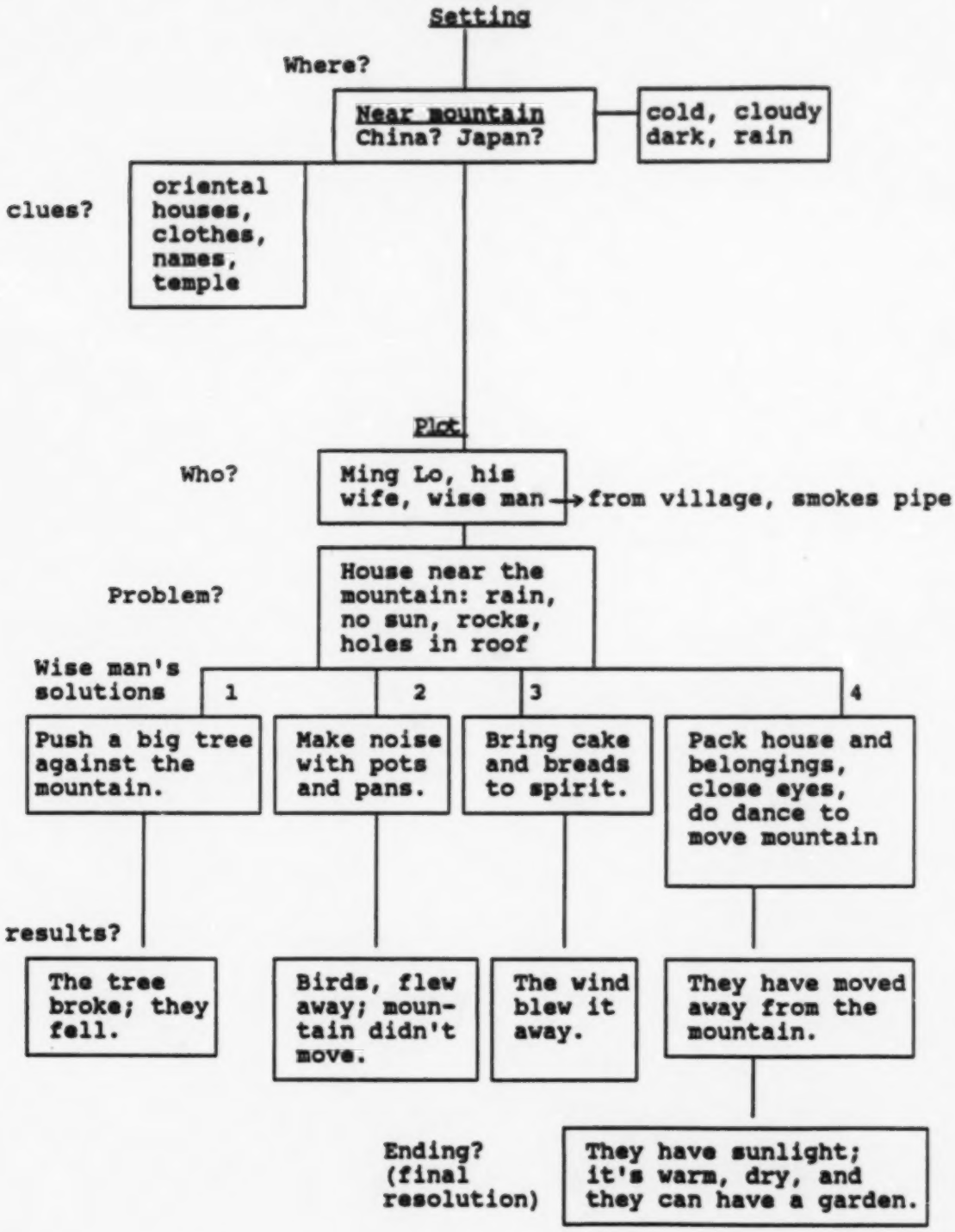
4. The map was filled in with <u>student</u> responses.

5. Notice that since introducing inference was an objective, it was worked into the map. The location of the story had not been stated . In the map is the group's inference about the location and the clues from the story that led to that inference.

6. The story was fairly long and included several attempts to solve a problem. These were numbered on the map to give it some order and make it easier to follow.

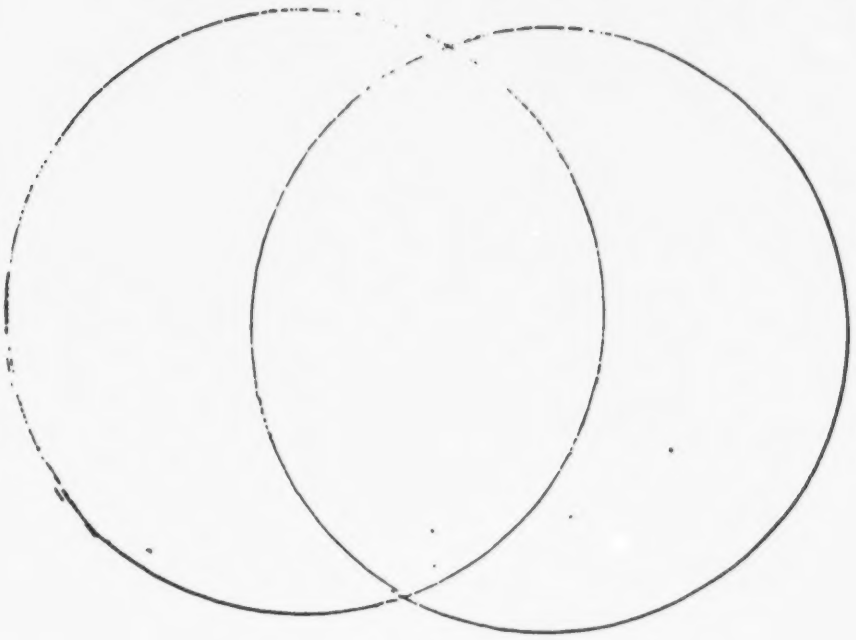
After doing this map students wrote a brief (3-4 sentences) synopsis of the story. Having done the group retelling of the story, followed in the next class session by a mapping activity, provided the students with plenty of preparation before writing. Using the map as a resource for the spellings of words further facilitated their writing.

Title: Ming Lo Moves The Mountain



Comparison/Contrast

A useful design for looking at, and discussing, similarities and differences is:



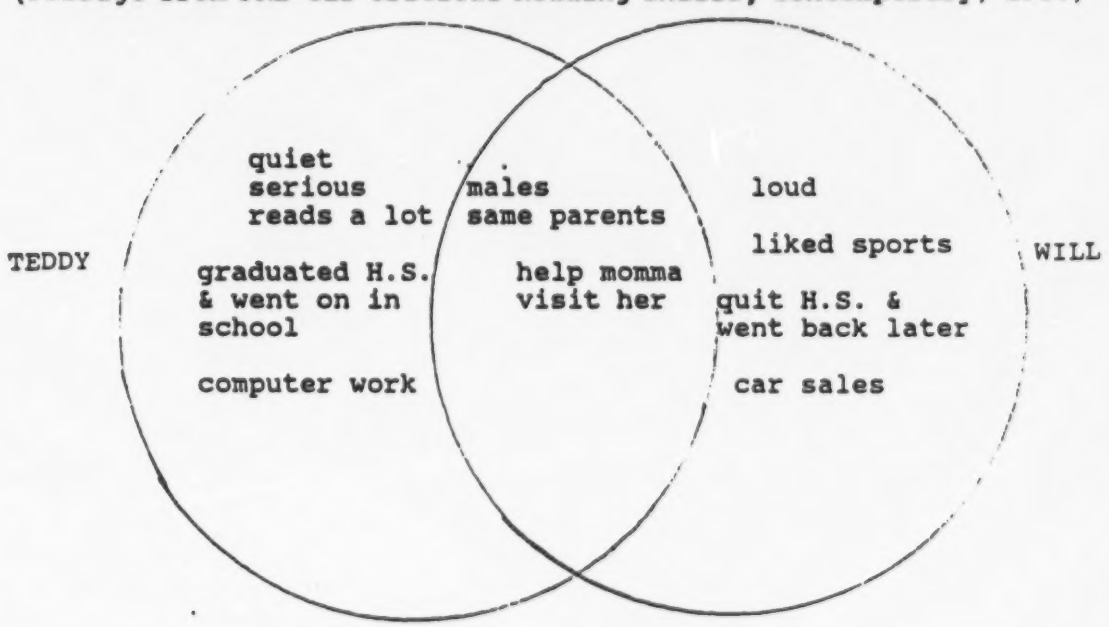
The inner section where the circles overlap is where similarities (compare) can be noted. The differences (contrast) would be recorded in the outer sections of each circle. The two circles would be labeled with whatever is being compared and contrasted in the passage or article read.

Suggested example of a comparison - contrast map to examine similarities and differences:

"Teddy and Will? Sure I know them. Why, I lived in the same apartment house with their momma and daddy for twenty years. I remember Teddy, the oldest one. He was always so quiet and serious. Why you'd never know a baby lived upstairs--hardly ever cried. But that Will--he was the loud one. He'd shriek and holler when he was hungry. But he could laugh, too. They were as different as day and night as they got older. Teddy was always carryin' books around. I guess he read most of them--got high grades in school. I know 'cause his momma used to tell me. That Will could never have sat long enough to read much--always dashing in and out, up and down the stairs with his friends. He was more sports-minded than his brother. He played on lots of teams at school, and on Sunday you could hear the ball games on his radio way down in my apartment.

"They were both good boys---made their momma proud, they did. Teddy? He went on to school to do something with computers. Will quit school for a while and worked. Later, he went back and got his diploma. He works as a car salesman now--makes good money. Both of them still send their momma money to help out now that their dad is gone. Of course, they visit--especially on holidays. Funny how two brothers can be so different."

(Passage from PRE-GED Critical Reading Skills, Contemporary, 1988)



Technique: AUDITORY/ORAL ACTIVITIES - This refers to the use of voice, tape and listening to present material to be learned or as a medium to be used by the learner.

Possible Uses:

1. Taped stories
2. Spelling
3. Language Mechanics
4. Listening skills
5. Following directions
6. Writing partners

Why use this approach?

These activities offer an alternative approach that will be helpful to all and, in particular, to those students who learn best through the auditory modality.

1. Taped stories: Students who have difficulty reading from print can develop better comprehension skills by listening to readings on tape. The teacher records the material to be read, and while some students read, others can listen to the same material on tape.

Students who have great difficulty writing and are slowed up, or even stopped, by their language or spelling limitations, can record their ideas on tape. With assistance, the learner may be able to write from the tape, or if necessary, someone else (the instructor or a fellow learner) could transcribe the recorded material. After all, if writing is a process, not of mechanics, but of conveying ideas, then the person who originates the ideas is the "writer" whether he writes his thoughts down or records them. Many published authors actually use this process of taping and having someone else transcribe their work. As mentioned earlier in this handbook, during pre-writing activities, even better writers will find it useful to "brainstorm" and/or put first drafts on tape. Then the tape can be played back for the purpose of revision. Hearing the ideas, instead of simply reading them, may bring to the writer's attention revisions he hadn't thought of before.

2. Spelling: To assist students in developing, strengthening and maximizing spelling skills, practice needs to be provided in auditory perception of sounds.

Tapes can be of great assistance. Students can work by themselves. The use of tapes and earphones allows for individualization of instruction and provides an aid to block out distraction.

Have students record spelling words on tape & listen to them for study. The student says the word, spells the word and uses it in a sentence. Further along on the tape the learner can dictate only the words and use this for testing. He will listen to each word and either write the spelling or dictate it onto the tape.

3. **Language mechanics:** Have learners say aloud, or tape, sentences or passages and actually say the capitalization and punctuation marks, explaining the rules which apply. For example, this sentence:

"My instructor, Denise, presents new English lessons in clever ways," would be read:

"My - capital letter to begin a sentence - instructor, Denise, - commas before and after Denise to set off added information and capital D for proper name - presents new
English - capital E for adjective from proper noun - lessons in clever ways. - period at end of declarative sentence."

Saying the mechanics and appropriate rules aloud encourages good understanding of the application of the rules learned. The difficulty of sentences and sophistication of answers will depend on the level of your class. If a continual flow of the sentence is desired, all mechanics can be said aloud after the whole sentence is read.

Learners can also be asked to listen to taped or dictated sentences and asked to write them with capitalization and punctuation.

4. **Listening skills:** An excellent way to encourage good listening skills and improve comprehension is to read to your learners. The material read may be of adult interest or even a children's story to entice adult learners to read to their children. Children's literature often presents lessons or issues that adults can apply to their lives. When the teacher reads orally the class should not have copies of the material; they are listeners. Trying to follow text while someone else reads can actually encourage poor eye movement as students try to back track and find the teacher's place.

Consider semantic mapping, before the oral reading (see mapping section), to introduce the main topic of the reading and some related vocabulary. Also advise students that after listening to the story they will be asked to tell the story back, as a group, the way they might relate it to someone who had never read it.

Taping the group retelling will be very beneficial. By listening to the tape later much can be learned about learners' comprehension skills such as recall of details, sense of sequence and ability to infer. Teachers may also gain insight into their own particular teaching style. The retelling can also be played back for the class to point out various aspects of the story or to expand on incomplete sections.

The teacher will need to get the retelling started by asking how the story began. As students respond, repeat their accurate responses for confirmation and reinforcement. As students continue to relate parts of the story, the instructor prompts, if necessary,

using questions like:

Who was in the story?
Where did it take place?
When did.... happen?
Why did.... ?
What happened after that?
Yes, that's right, but before that, what happened?

There are many possible prompts the teacher will use depending on the objective of the lesson and the particular comprehension skill being taught.

A good follow-up to oral retelling would be a story mapping in the next class session and then a writing exercise (see mapping section.) With additional oral retellings of other readings, students become more adept and require less prompting. Ultimately comprehension skills become keener. See Attachment F for a partial sample of oral retelling transcribed from tape.

5. **Following Directions:** In the auditory area, directions need to be given orally with frequent repetition and the use of recordings and tapes. A Class discussion regarding directions and procedures is especially helpful. New directions are often best learned by associating them with clues. Use as much audio equipment as possible.

Whether written, or orally presented, activities to improve the following of directions need to involve "sequencing". Through much practice, students learn that certain steps follow other steps and become alert to sequence clues that help keep directions in proper order and scope i.e. first, next, last, just then and now, are clues to time order; soon, then and later are other clues. Be sure to do much recall to reinforce the sequence clues and how to use them successfully. Teach students to talk through the steps in a task or activity. Encourage them to think out loud and listen to what they are saying. This encourages awareness.

6. **Writing partners:** If you aren't yet comfortable with getting students through the revision stage of their writings without marking up their work, consider using <u>writing partners</u>. After learners have been stimulated and prepared to write (see pre-writing activities under Visual Illustrations) and have written their first draft, they are ready to refine their ideas (revision) before going on to the final editing phase. This is when they can work in pairs to get the feedback a writer needs before revising his work. The instructor is free to move about and keep the process on track. Everyone can be working on revisions in the same time it would have taken you to do one or two. If you aren't familiar with this activity here is how it works:

1) The teacher can assign partners based on what he knows about the students. Try to create complementary combinations.

2) Roles of the partners should be clearly described emphasizing the need to be helpful rather than critical. Students might also be reminded that they will be switching roles so that everyone will have the benefit of feedback.

3) Partners get together in various corners of the room, each with something he wrote, and do the following:

   a) A writer reads what he has written to his partner (he does not give it to the partner to read)

   b) When he finishes, the listener does three things:

      1) Tells what he understood the writer to say.
      2) Tells at least one thing he liked about it.
      3) Asks questions - anything unclear or that he would like to know more about?

      From this the writer learns:
      1) If what he wrote conveys what he intended
      2) What the strong points are
      3) Where he needs to clarify by being more specific or adding information

   c) The writer makes notes on his draft - good things to keep, where to add or change words etc. In the process of responding to the partners' questions the writer may have come up with specific words and additional information that can be noted on the draft.

   d) Now the partners swap roles and repeat the process.

   e) Each writer now does his revising based on the interaction with his partner. The partners may want to get together again and read revised writings to each other.

ATTACHMENT F

VERBATIM TRANSCRIPT: Ming Lo Moves the Mountain

Retelling by the class as a group:

Teacher: How did the story begin? (pause....no response). Where did it happen?
Everett: Under a mountain.
Teacher: Under a mountain, okay. What was under a mountain?
Everett: The house.
Teacher: Who lived in the house?
Everett & Karen: Ming Lo and his wife.
Teacher: Ming Lo and his wife, right. What about their house and the mountain?
Phil: Stones and sticks were falling through the roof of the house and when it rained, the clouds above the mountain were big, and it rained in the house through the holes.
Teacher: Right, so what happened inside the house after awhile?
Karen: It got damp and all moist and stuff.
Teacher: It got all damp and moist, okay, and what happened because of that, Emmanuel?
Emmanuel: The rocks made that.
Teacher: Yes, Philip mentioned that the rocks made the holes and that's why it rained in and got all damp and moist. How did they feel about this?
Karen: The wife got mad.
Teacher: The wife got mad, right.
Everett: She sent him to see the wise man.
Teacher: She sent him to see the wise man, why?
Phil: First she told Mae Ling to move the mountain.
Teacher: That's right, she told him to move the mountain first, and then what did he say to that?
Everett: No small man can move a mountain.
Teacher: Exactly Everett. Then, what you said before happens next.
Everett: He goes to the wise man.
Teacher: Yes, he goes to the wise man. What's the first thing the wise man suggests that he do?
Phil: Find a big thick tree, cut it down, use it for a wedge to pry on it. Mae Ling and his wife ran fast, tried to pry on the wedge. The wedge split in half and they fell on their heads.
Teacher: Right; what happened next, Harold, when they couldn't move the mountain with the tree, what did they do?
Harold: I don't know, I have no idea.

* The actual transcript of this retelling is 3 1/2 pages long. Since this was an ABE class (0-4.9) it was necessary for the teacher to do a great deal of guiding. Retelling takes time but as learners improve, the teacher will do less leading. This is included to give you a better feeling for the process of oral retelling. It was followed, in the next class, with a story map which is included in the mapping section of this handbook.

Technique: TACTILE ILLUSTRATION - This technique refers to actual hands on efforts. Learners touch, move, use manipulatives, and utilize the concrete for learning.

Possible uses: 1. Word cards for sentence building and expansion
2. Concrete objects
3. Games such as , Charades and Role playing

Why use this approach?

This technique is used to help stimulate learning through touch, feel and movement. A learner who is well coordinated, and has good skills involving fine and gross motor movement, learns best by doing, following examples, and writing things down.

1. **Word cards:** These are cards on which individual vocabulary words are written. Learners can use the cards for drill, and to group words together to build phrases and sentences. Cards with punctuation and capitalization can be added for mechanics. The learner handles cards and gets a sense of manipulating words. This can be either a solitary or paired activity.

2. **Concrete Objects:** Use of concrete objects, especially those that can be easily manipulated, is important. For example, to stimulate writing you might show the student a seashell. Ask them to handle it and then brainstorm the vocabulary that describes the texture i.e. smoothness or sharpness. This is especially good for teaching adjectives and descriptive passages. With less proficient learners, this activity can be used just to stimulate vocabulary.

3. **Games:** Charades and role playing are activities that provide words, clues and movement. Because of the multisensory aspects and interactions provided by these activitie,s learners tend to "own" the skill. Role playing is a good tool to help learners develop practical situational life skills--for example; making an appointment on the phone, workplace conversation with a supervisor, a visit to a child's school, how to act during a job interview.

AFTERWORD

Within this handbook we hope you found something that piqued your interest and inspired you to try something different with your learners. Don't hesitate to "dive right in" and try the ideas and techniques presented. Be willing to make mistakes, adjust techniques, and modify them to your teaching style. Everything attempted will not necessarily prove to be effective for all students. However, the key to success is to continue to adapt the processes until you see that they benefit the learners.

After using techniques from this booklet:

If something works.....LET US KNOW!

If you have suggestions for improvement.....LET US KNOW!

If you create new variations.....LET US KNOW!

SUGGESTED READINGS

Gillespie, Marilyn. Many Literacies: Models from Training Adult Beginning Readers and Tutors. Center for International Education UMASS/Amherst

Harris & Sipay. How to Increase Reading Ability: Longman Publishing.

Schmelzer, R., & Henson, K. (1989) "Episodic mapping: A Technique to help students understand stories." (ERIC Document Reproduction Service No. ED 302080)

Smith, Carl B. "Story map: Setting, plot, mood, theme" The Reading Teacher (October 1990): Vol. 44, No. 2178-179.

Irwin, P.A. and Mitchell, J.N. "A procedure for assessing the richness of retellings. "Journal of Reading (1983): 26, 391-396.

From Eric:
Indiana State Department of Education. (1988). Spotlight on Reading Series (1-22) No. 19 deals specifically with semantic and story mapping Presents a brief summary and suggested classroom activities. (ERIC Document Reproduction Service No. ED 295 134)

*For information on ERIC materials, write to ERIC/RCS, Smith Research Center, Suite 150, 2805 East Tenth Street, Indiana University Bloomington, IN 47405, USA